



# National Child Care Information Center

*A service of the Child Care Bureau*

NCCIC

## Tribal Child Care

Child care provided by Tribes for American Indian and Alaska Native children has to meet unique challenges. Tribes strive to provide care and foster school readiness within a context that is reflective of their unique culture. Child care programs may also be in rural locations and face issues related to geographic isolation and limited resources. The following is a sample of Federal agencies with information on child care and education, national organizations with information on American Indian child care and early education, and publications with information about child care and early education for American Indian and Native Alaskan children. For the most current information about Tribal child care, please visit the Web site of the Tribal Child Care Technical Assistance Center (TriTAC) at <http://nccic.acf.hhs.gov/tribal> or contact TriTAC at 800-388-7670.

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### FEDERAL AGENCIES

#### ■ Administration for Native Americans (ANA)

U.S. Department of Health and Human Services

Mail Stop: 8th Fl. West Aerospace Center

370 L'Enfant Promenade

Washington, DC 20447-0002

877-922-9262

World Wide Web: <http://www.acf.hhs.gov/programs/ana/index.html>

ANA serves all Native Americans, including 562 Federally recognized tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations, and Native populations throughout the Pacific basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands). It promotes the goal of self-sufficiency for Native Americans by providing social and economic development opportunities through financial assistance, training, and technical assistance to eligible Tribes and Native American organizations representing nearly 4.3 million individuals. Funding is provided through discretionary grants to eligible Tribes and Native organizations on a competitive basis. Early child care and after-school programs have used some of these funds for language preservation activities. Information about recent language preservation programs is available on the Web at [http://www.acf.hhs.gov/programs/ana/news/2003\\_language\\_application\\_detail.html](http://www.acf.hhs.gov/programs/ana/news/2003_language_application_detail.html) and [http://www.acf.hhs.gov/programs/ana/news/2004\\_language\\_application\\_detail.html](http://www.acf.hhs.gov/programs/ana/news/2004_language_application_detail.html).

#### ■ Child Care Bureau

Administration for Children and Families

U.S. Department of Health and Human Services

Aerospace Building

370 L'Enfant Promenade SW

Washington, DC 20447

202-690-6782

World Wide Web: <http://www.acf.hhs.gov/programs/ccb/>

The Child Care Bureau is dedicated to enhancing the quality, affordability, and availability of child care for all families. The Child Care Bureau administers Federal funds to States, Territories, and Tribes to assist low-income families in accessing quality child care for children when the parents work or participate in education or training. The Child Care Bureau's Web site has subsections containing tribal Child Care and Development Fund (CCDF) policy documents and tribal CCDF grantee reporting requirements.

■ **Head Start American Indian-Alaska Native Program Branch (Region XI, AI-ANPB)**

Head Start Bureau  
Administration for Children and Families  
U.S. Department of Health and Human Services  
Aerospace Building  
370 L'Enfant Promenade SW  
Washington, DC 20447  
877-876-2662

World Wide Web: <http://www.acf.hhs.gov/programs/hsb/programs/aianpbs.htm>

The Head Start American Indian and Alaska Native Programs are administered centrally from Washington, DC, by Region XI, AI-ANPB. Key functions of AI-ANPB include funding, designing, and implementing the annual funding plan; collaborating, monitoring, developing policy; research; and training and technical assistance. The Head Start Region XI, AI-ANPB provides American Indian and Alaska Native children and families across the nation with comprehensive health, educational, nutritional, socialization, and other developmental services promoting school readiness. These services are directed primarily toward economically disadvantaged preschool children (ages 3 to 5 years) and infants and toddlers.

■ **Indian Health Service-Head Start Program (IHS-Head Start)**

Suite 450, Twinbrook Metro Plaza  
12300 Twinbrook Parkway  
Rockville, MD 20852  
301-443-0046

World Wide Web: <http://www.ihs.gov/NonMedicalPrograms/HeadStart/index.asp>

IHS-Head Start is the primary provider of health training and technical assistance for Indian Head Start programs. The IHS-Head Start Program assists in the development and enhancement of comprehensive health service programs for children and families by promoting preventive health services and intervention and assisting in the development and mobilization of health care systems to ensure ongoing health care.

■ **Office of Indian Education**

U.S. Department of Education  
400 Maryland Avenue SW 5C152  
Washington, DC 20202-6335  
202-260-7485

World Wide Web: <http://www.ed.gov/about/offices/list/ods/oie/index.html>

The mission of the Office of Indian Education is to support the efforts of local educational agencies, Indian Tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indians and Alaska

Natives so that these students can meet State standards. The *No Child Left Behind Act* amends the Indian education programs as Title VII, Part A of the Elementary and Secondary Education Act, which addresses the Federal government's responsibility for the education of Indian, Native Hawaiian, and Alaska Native children. Title VII was formerly known as Title IX. A list of State Education Agency Indian Education contacts is available on the Web at <http://www.ed.gov/about/offices/list/ods/oie/statecontacts.html>. The Office of Indian Education funds demonstration grants that can be used in early childhood programs.

■ **IndianEducation.org**

Office of Indian Education  
U.S. Department of Education  
400 Maryland Avenue SW 5C132  
Washington, DC 20202-6335  
202-260-7485

World Wide Web: <http://www.indianeducation.org/>

This Web site is designed to provide Indian education leaders and local Title VII school programs with access to resources, information, and connections to other organizations involved with Indian education. This site supports the intent of the President's Executive Order #13336 on Indian education, which recognizes the legal relationship between the Federal government and Indian Tribes and signals that the Federal government will work to assist American Indian and Alaskan Native students to meet the academic standards of the *No Child Left Behind Act* "in a manner that is consistent with Tribal traditions, languages, and cultures."

■ **Office of Indian Education Programs (OIEP)**

Bureau of Indian Affairs  
U.S. Department of the Interior  
1849 C Street NW/MS-3512 MIB  
Washington, DC 20240-0001

World Wide Web: <http://www.oiep.bia.edu/>

OIEP is a service organization devoted to providing quality education opportunities for American Indian people. One hundred eighty-five elementary and secondary schools are funded by the Federal government to provide an education program to 50,000 students from birth through 12<sup>th</sup> grade. OIEP also operates two colleges and funds 25 colleges operated by Tribes and Tribal organizations. Information about the Family and Child Education and Individuals with Disabilities Act programs is available on its Pre-kindergarten–Grade 12 Web page at [http://www.oiep.bia.edu/programs\\_prek12.html](http://www.oiep.bia.edu/programs_prek12.html).

## **NATIONAL ORGANIZATIONS with INFORMATION on AMERICAN INDIAN EARLY EDUCATION**

■ **American Indian Higher Education Consortium (AIHEC)**

121 Oronoco Street  
Alexandria, VA 22314  
703-838-0400

World Wide Web: <http://www.aihec.org/>

AIHEC represents the 32 Tribal Colleges and Universities (TCUs) in the United States. A number of tribal child care programs partner with TCUs to provide early childhood training and technical assistance for child care providers.

■ **American Indian Institute**

555 Constitution, Suite 237

Norman, OK 73072

405-325-4127

World Wide Web: <http://www.ou.edu/aii>

The American Indian Institute was established at the University of Oklahoma in 1951 as a nonprofit Indian service, training, and research organization. The following curriculum is available from the American Indian Institute:

- *Nee-Kon'-Nah Time*© prevention activities are designed for use with 3- to 5-year-old children in American Indian Head Start and preschool programs. The curriculum is designed to reinforce and extend the overall goals of Head Start in ways that are appropriate to American Indian communities. *Nee-Kon'-Nah Time*© *Prevention Activities for Preschoolers* is a series of activities that support the Indian Head Start child within the context of family and community. Activities assist Head Start in building individual strength and self esteem through recognizing and validating children's feelings, supporting them through positive feedback, promoting appropriate self-help skills, and building a base of communication and friendship-making skills that will assist their future learning. For additional information, e-mail Ramona Wahpepah-Moore at [rwahpepah@ou.edu](mailto:rwahpepah@ou.edu).

■ **Boys & Girls Clubs in Indian Country**

866-NA CLUBS or 301-261-6925

E-mail: [info@naclubs.org](mailto:info@naclubs.org)

World Wide Web: <http://www.naclubs.org/index.shtml>

Boys & Girls Clubs in Indian Country is a partnership between Boys & Girls Clubs of America and Native American Tribes, as well as government, corporate and nonprofit partners.

Information about special initiatives, including a diabetes prevention program, is available on the Web at [http://www.naclubs.org/main/special\\_initiatives.shtml](http://www.naclubs.org/main/special_initiatives.shtml).

■ **First Nations Partnership Programs**

*Demonstrating a Generative Curriculum Model for Strengthening Community Capacity for Early Childhood and Youth Care*

School of Child and Youth Care

University of Victoria

P.O. Box 1700

Victoria, BC V8W 2Y2, Canada

250-721-7978

World Wide Web: <http://web.uvic.ca/fnpp/fnppov.htm>

FNPP is the name given to the programs using the Generative Curriculum Model. This model is designed to strengthen capacity within cultural communities to create and operate services for children, youth, and families. This is a university accredited program of Early Childhood and

Youth Care training that leads to a Diploma from the School of Child and Youth Care at the University of Victoria, in British Columbia.

■ **National Center for Rural Early Childhood Learning Initiatives**

**The American Indian and Alaska Native Initiative**

Mississippi State University, Early Childhood Institute

P.O. Box 6013

Mississippi State, MS 39762

662-325-4836

World Wide Web: <http://www.ruralec.msstate.edu/>

The American Indian and Alaska Native Institute uses policy analysis and research to address the needs of young children in American Indian and Alaska Native communities. It is also working to uncover gaps in services to Native young children and to help Native educators develop culturally appropriate early childhood curricula that will foster preservation of Native languages and cultures. The National Center for Rural Early Childhood Learning Initiatives fosters original and applied research on the quality, accessibility, and replication of early educational intervention services for at-risk young children and families in rural America. The following document has been produced by the Initiative:

- *Proceedings of the Rural Early Childhood Forum on American Indian and Alaskan Native Early Learning: July 28-29, 2005* (2006), *Rural Early Childhood Report No. 2*, published by the National Center for Rural Early Childhood Initiatives, Early Childhood Institute, Mississippi State University, reports on a conference that met to assess the current state of rural Indian early childhood education and educational leadership as it pertains to rural Indian early childhood education. This resource is available on the Web at <http://ruralec.msstate.edu/reports/AI-AN-report.pdf>.

■ **National Congress of American Indians (NCAI)**

1301 Connecticut Avenue NW, Suite 200

Washington, DC 20036

202-466-7767

World Wide Web: <http://www.ncai.org>

NCAI, founded in 1944, is the oldest and largest national Indian organization. It serves the needs of a broad membership of Indian and Native governments, organizations, and people. NCAI's mission is to inform the public and the Federal government on Tribal self-government, treaty rights, and a broad range of Federal policy issues affecting Tribal governments, such as welfare reform.

■ **National Indian Child Welfare Association (NICWA)**

5100 SW Macadam Avenue, Suite 300

Portland, OR 97239

503-222-4044

World Wide Web: <http://www.nicwa.org/>

NICWA is dedicated to the well-being of American Indian children and families. It helps Indian Tribes throughout the country strengthen and enhance their capacity to deliver quality child welfare services. NICWA works to address the issues of child abuse and neglect through

training, research, public policy, and grassroots community development to a broad national audience, including Tribal governments and programs, State child welfare agencies, and other organizations, agencies, and professionals interested in the field of Indian child welfare.

■ **National Indian Education Association (NIEA)**

110 Maryland Avenue NE, Suite 104

Washington, DC 20002

202-544-7290

World Wide Web: <http://www.niea.org/>

NIEA is a membership based organization committed to increasing educational opportunities and resources for American Indian, Alaska Native, and Native Hawaiian students while protecting cultural and linguistic traditions. NIEA promotes linking culture and education through the development of after-school and summer programs for Native American youth. Activities promoted by NIEA include professional development, instituting cultural curricula, and building self-esteem in youth.

■ **Northwest Regional Educational Laboratory (NWREL) Indian Education Services**

One Main Place

101 SW Main Street, Suite 500

Portland, OR 97204

503-275-9500

World Wide Web: <http://www.nwrel.org>

NWREL provides research and development assistance to education, government, community agencies, business, and labor groups. NWREL, a private, nonprofit corporation, is part of a national network of 10 educational laboratories funded by the U.S. Department of Education, Institute of Education Sciences, to serve the Northwest region of Alaska, Idaho, Montana, Oregon, and Washington. Among its activities is a project on Indian education. A topic area with information about Indian Education is available on the Web at

<http://www.nwrel.org/comm/topics/indianed.html>. Information about Indian Education Services is available on the Web at <http://www.nwrac.org/links/indian.html>.

■ **Tribal College Journal of American Indian Higher Education**

P.O. Box 720

Mancos, CO 81328

970-533-9170

World Wide Web: <http://www.tribalcollegejournal.org/>

The Tribal College Journal provides information for everyone interested in American Indian higher education on behalf of the American Indian Higher Education Consortium's member Tribal colleges and universities. Utilizing both journalistic and scholarly articles, its culture-based publication addresses subjects important to the future of American Indian and Alaska Native communities, including the education of young children and related research.



■ **Tribal Child Care Technical Assistance Center (TriTAC)**

6858 Old Dominion Drive, Suite 302

McLean, VA 22101

703-821-2226

World Wide Web: <http://nccic.acf.hhs.gov/tribal>

TriTAC is funded by the Child Care Bureau, Administration for Families, U.S. Department of Health and Human Services, to provide technical assistance in the administration of the Child Care and Development Fund (CCDF). TriTAC supports Indian Tribes and Tribal organizations in their efforts to enhance the quality, affordability, and supply of child care for all families; develop more coordinated delivery systems; promote linkages with State and local programs; and improve child care opportunities for families, providers, and Tribal communities. TriTAC provides training and technical assistance to American Indian and Alaska Native CCDF grantees through meetings and conferences, publications, question and answer services, and a comprehensive Web site of Tribal child care information and links. TriTAC's Effective Program Strategies, available online at <http://nccic.acf.hhs.gov/tribal/effective/effective.html>, provide concrete examples of Tribal CCDF programs in action.

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## **PUBLICATIONS**

■ *Tribal CCDF Administrators Guide* (updated semi-annually), by TriTAC, is a notebook that presents information for new Tribal CCDF Administrators. It includes background information, important contacts, Federal regulations, construction procedures, CCDF Plan guidance, and fiscal and reporting information. For additional information, contact TriTAC at 800-388-7670.

■ *Minimum Standards for Tribal Child Care: A Health and Safety Guide* (2005), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, represent the baseline from which all programs should operate to ensure that children are cared for in healthy and safe environments and that their basic needs are met. It notes that these guidelines express minimum standards for health and safety in child care and are not intended to supersede any existing Federal, State, Tribal, or local laws or regulations. This resource is available on the Web at <http://www.acf.hhs.gov/programs/ccb/ta/ms/ms1.htm>.

■ *Forging A New Path: A Guide to Starting Boys and Girls Clubs in Indian Country* (May 2005), by Native American Programs, describes how the proven prevention model of the Boys and Girls Clubs can be used in Indian Country to promote education, healthy lifestyles, cultural enrichment, and leadership development. The guide demonstrates how Native American and Alaska Native communities are successfully adapting the Boys and Girls Club model to reflect their own diverse and rich cultural traditions. The guide also describes some of the nearly 120 clubs serving youth in Indian Country. Additional information is available on the Web at <http://www.naclubs.org/main/publications.shtml>.

■ *Survival Kit for Promoting Health, Wellness and Prevention in Tribal Child Care Communities* (September 2004), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, presents information for promoting and supporting the health and safety of children in Tribal child care communities. Material was

presented at the Region VI and VIII Bi-Regional Child Care Conference in Albuquerque, New Mexico, on September 14–16, 2004. For information about availability of this resource, contact the National Child Care Information Center at 800-616-2242 or by e-mail at [info@nccic.org](mailto:info@nccic.org).

■ *A Tribal Guide to the Good Start, Grow Smart Early Learning Initiative* (March 2004), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, presents a summary of how the Child Care Bureau has responded to the *Good Start, Grow Smart (GSGS)* Initiative introduced by the Bush Administration in April 2002. The Child Care Bureau has focused on the following three key areas within the *GSGS* Initiative: early learning guidelines, professional development plans, and program coordination. The document discusses how Tribes are encouraged to move forward with their efforts to build and enhance quality Tribal child care environments that prepare children to enter school ready to learn and to provide school-aged children with the necessary supports to succeed in school in a way that respects Tribal sovereignty and takes into account cultural and linguistic differences. This resource is available on the Web at [http://www.acf.hhs.gov/programs/ccb/ta/gsgs\\_guide.pdf](http://www.acf.hhs.gov/programs/ccb/ta/gsgs_guide.pdf).

■ *American Indian and Alaska Native Early Childhood Health, Development, and Education Research* (December 2003), an *ERIC Digest*, by Patricia Cahape Hammer and William G. Demmert, Jr., for the ERIC Clearinghouse on Rural Education and Small Schools, reports on the research base that has been created since the late 1980s on issues specific to young American Indian and Alaska Native children. It notes that there is a limited research base and that most of these investigations have taken place in the education assessment and health domains. This resource is available on the Web at <http://www.ericdigests.org/2005-1/indian.htm>.

■ *A Summary of Research and Publications on Early Childhood for American Indian and Alaska Native Children* (March 2003), by Ellen L. Marks, Melinda K. Moyer, Michelle Roche, and Elliott T. Graham, for the Child Outcomes Research and Evaluation, Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, provides a synthesis of research findings in order to support a two-year initiative begun in 2001 to review existing information and explore research needs for American Indian–Alaska Native Head Start programs. The synthesis focuses on educational and health services and topical areas related to those services. Information was gathered from relevant studies, articles, reports, theses and dissertations, unpublished documents, and other materials. This resource is available on the Web at [http://www.acf.hhs.gov/programs/opre/hs/aian/reports/aian\\_summary/aian\\_sum\\_title.html](http://www.acf.hhs.gov/programs/opre/hs/aian/reports/aian_summary/aian_sum_title.html).

■ “State Collaboration with Tribal CCDF Programs” (Summer 2002), *Child Care Bulletin* Issue 26, prepared by the National Child Care Information Center, for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, describes the Tribal Child Care and Development Fund (CCDF) program, gives examples of how Tribes use CCDF funds, and suggests strategies for collaboration between tribal and State CCDF programs. This resource is available on the Web at <http://nccic.acf.hhs.gov/ccb/issue26.pdf>.

■ *At-a-Glance Comparison: Tribal Child Care and Development Fund (CCDF) and American Indian/Alaska Native Head Start* (2002), prepared by QUILT [Quality in Linking



Together], compares the two Federal programs on 14 different factors. This resource is available on the Web at <http://www.nccic.acf.hhs.gov/quilt/glance-comparison.pdf>.

■ *Teaching Reading to American Indian/Alaska Native Students* (December 2001), an *ERIC Digest*, by Jon Reyhner, for the ERIC Clearinghouse on Rural Education and Small Schools, summarizes ways to help young American Indian and Alaska Native children become fluent readers. It describes various reading intervention programs and recommends strategies that work well with American Indian and Alaska Native students. This resource is available on the Web at <http://www.ericdigests.org/2002-3/reading.htm>.

■ *Linguistic Diversity and Early Literacy: Serving Culturally Diverse Families in Early Head Start* (October 2001), by the Early Head Start National Resource Center, explores language development and later literacy development for children from culturally and linguistically diverse families. Two Early Head Start programs are profiled that serve culturally diverse families to illustrate their approach to literacy development: the Family Start Early Head Start program, a dual language (Spanish and English) approach, and a Native American Indian program, which strives to pass on the native Ojibwe language. This resource is available on the Web at <http://www.ehsnrc.org/pdffiles/TA5.pdf>.

■ *Guide to Market Rate Surveys For CCDF Tribal Entities* (March 1999), prepared by Sally Hardy for the Fifth National American Indian and Alaska Native Child Care Conference, explores the issues surrounding conducting and using a market rate survey within the context of the needs of American Indian and Alaskan Native Child Care and Development Fund grantees. This resource is available on the Web at <http://nccic.org/tribal/market/toc.html>.

■ *Tribal Child Care Facilities: A Guide to Construction and Renovation* (January 1999), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, provides technical assistance in addressing major areas of the child care facility construction and renovation process, including conducting a child care community needs assessment, identifying a site, financing costs, developing a business plan, conducting an environmental assessment, building and designing a facility, and hiring contractors. This resource is available on the Web at <http://nccic.acf.hhs.gov/pubs/tribguid.html>.

■ *Tribal Child Care* (October 1998), by the Office of Inspector General, U.S. Department of Health and Human Services, examines Tribal CCDF programs, focusing specifically on resource utilization and program operation. Findings are based on 29 Tribal CCDF programs in Alaska, Arizona, California, New Mexico, Oklahoma, Washington, and Wisconsin. Tribal CCDF programs improve access to child care by making it more affordable. Recommendations are offered to improve access to child care. It notes that Tribes and States should share information about their child care programs and create explicit policies and procedures for coordinating these programs. This resource is available on the Web at <http://oig.hhs.gov/oei/reports/oei-05-98-00010.pdf>.

## ADDITIONAL RESOURCE

■ Contacts in the Government(s) and Tribes is a Web page from the Line in the Sand Web site. It includes links to the Indian Law Resource Center, Tribal contacts, government contacts, and Tribal colleges. This resource is available on the Web at <http://www.hanksville.org/sand/contacts/>.

The National Child Care Information Center, a service of the Child Care Bureau, does not endorse any organization, publication, or resource. For more information, please contact NCCIC: 10530 Rosehaven Street, Suite 400, Fairfax, Virginia 22030; Ph: 800-616-2242; Fax: 800-716-2242; TTY: 800-516-2242; E-mail: [info@nccic.org](mailto:info@nccic.org); Web site: <http://nccic.acf.hhs.gov>.